

POSITION MANAGEMENT HANDBOOK FOR SUPERVISORS/MANAGERS

This handbook applies to and provides management/supervisors with a tool to assist them to economically structure positions and functions within their assigned organization.

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Chapter I

Some General Questions About Position Management

1. What is Position Management? Position management is the skillful use of people to accomplish the organization's mission while conserving average grade levels and controlling personnel costs. Position management uses a systematic approach to determine the number of positions needed, the skills and knowledge required, and the grouping and assignment of duties and responsibilities to achieve the maximum efficiency and economy in the work force. Position management is a significant aspect of each supervisor and manager's personnel management responsibility.

2. Who Does Position Management? Each supervisor "does" position management every time he or she changes or establishes a position to perform some of the organization's workload. Good position management results from conscious effort to organize and assign the work in the most efficient and economical way.

3. When is Position Management Done? Although position management is a continual process, each organization should be studied periodically with an emphasis on overall position management improvement. These studies may be conducted in conjunction with the periodic classification survey, but can be initiated by management at any time deemed appropriate.

4. Why is Position Management Important? For a number of years, supervisors and managers have been restricted by arbitrary numerical controls on average grade and salary and totals of high-grade positions. If we use position management wisely, we can keep the privilege of adjusting our own positions and organization structures to meet local conditions. In addition, each supervisor can gain some direct advantages from practicing sound position management. Some of these are:

- a. The mission can be accomplished effectively.
- b. The work can be accomplished on time.
- c. Work methods can be simplified.
- d. Available labor market can be used effectively to staff the organization.
- e. Employees can use their full capabilities.
- f. Employee morale and motivation can improve.
- g. Each organization can provide better career opportunities for its people.
- h. Funding and grade ceilings can be met without disruption.

- i. Programs for the handicapped and disadvantaged can be accomplished.
- j. Roadblocks to progress such as bottlenecks, high turnover, high error rates, backlogs, and similar problems can be reduced or eliminated.
- k. “Everything” can be done better and more economically.

NOTE: While all of these may not be achieved in every organization, you should gain several such improvements once new plans are implemented.

5. How do we Accomplish Good Position Management? Position management can be improved by applying some established guidelines, using common “symptoms” to locate and diagnose problems, and following tested methods to correct the problems found. These guidelines, symptoms, and methods are defined and discussed in this handbook. Examples and figures are used to help make them easy to see and understand.

Chapter II

The Tools for Position Management

1. Like any skill, trade, or discipline, position management has its tools, which must be used to perform successfully. Because no two organizations are identical in every respect, different combinations of “tools” will be used to achieve sound position management in each situation. Besides the guidelines, symptoms, and methods mentioned, charts and formulas can be used to pinpoint problems and find solutions.

2. Position management **guidelines** provide rules and principles, which help the supervisor achieve an economical and efficient organization. Most of these rules are general and can be applied with a degree of flexibility. Other rules are more concrete and should be strictly adhered to unless deviation is fully justified. These are termed as **basic requirements** and are discussed below.

a. Basic requirements:

- (1) First level supervisors over a General Schedule (GS) position should supervise 6 to 8 positions.
- (2) First level supervisors over trades and crafts, wage grade (WG) work should supervise 8 to 15 positions.
- (3) Second level and higher supervisors (WS or GS) should have no less than three (3) subordinate supervisors reporting to them.
- (4) Deputy and full assistant positions should be used only in large, complex organizations.
- (5) When two (2) or more employees occupy identical additional (IA) or almost identical positions, each employee must work at least 50 percent of his or her time at the grade level of the position. Where many employees in the same organization are classified to the same type and level of work, the percentage of time spent working at the classified grade level should *substantially* exceed 50 percent.

b. General requirements:

- (1) Avoid the tendency to abolish predominantly lower graded positions when manpower reductions are required. Manpower reductions should be used in a thorough study of the organization, mission needs, and employee impact.

- (2) A single journeyman level is often a sign of job dilution or other position management problems. Establishing and filling positions at lower levels increases economy and enhances upward mobility opportunities.
- (3) Leader or senior positions should be established only when an actual need exists in the work situation. They are often set up to provide a “stepping stone,” give quasi-supervisory experience, or to reward selected employees. This is NOT good position management!
- (4) The position classification system should never be used to upgrade employees as a reward for exceptional performance. Use the award system!
- (5) When premium grade “expert” or “senior” positions are required to provide special technical or advisory service, establish them at a level where they will not cause supervisor grades to increase. Be sure such positions do not overlap with the supervisor’s or infringe on supervisory responsibility.
- (6) Growth potential positions provide development and promotional opportunities for employees. These may or may not be a part of a formal training program and can exist at almost any level.
- (7) Avoid establishing overlapping positions. This happens when two or more people are independently doing all or part of a job requiring fewer employees or only one. This type of overlap frequently occurs in responsibilities as well as duties.
- (8) Be very cautious about committing too many resources to support such positions as special assistants, non-supervisory staff positions, etc. These spaces are often better used for direct mission work.
- (9) “Mixed” jobs (duties included in a position that are not identified in a specific series) should be avoided as much as possible. Positions mixed in grade level of work performed usually indicate job dilution. While a few such positions may be necessary, groups of them are almost never justified. They frequently cause morale problems. Mixed positions present staffing problems because they require qualifications not typical among the work force.
- (10) Establish technicians and other support type positions instead of professional and specialist positions where practical.

3. A number of common symptoms of position management problems can be found in most organizations. Here are some examples:
- a. **Fragmentation** is a situation where an organization is needlessly split into many small segments. This requires more supervisors, restricts the development of employees, interferes with communications, and causes over-specialization.
 - b. **Layering** is too many levels in the chain of command. This also interferes with communications and restricts the responsibility of lower level supervisors and other employees.
 - c. **Unnecessary positions** may be assistants, extra supervisors, staff or support positions, “carryovers” from previous operating structures, or simply duplicates of other positions which are not needed.
 - d. **Narrow span of control** is using more supervisors than necessary. It frequently occurs with fragmentation and (or) layering. It also limits initiative and responsibility and is excessively expensive.
 - e. **Job dilution** is lower level work performed by higher graded employees. It is one of the most prevalent position management problems. It results in low employee morale, inefficiency, and high cost.
 - f. **Mismatched strength and workload** occurs when the mission can be accomplished with fewer people than are assigned. Even though manpower standards are established, individual situations may have different requirements, workloads may change, or varied assignment of duties may result in economies. Although each employee should be kept busy all the time with work that matches the grade level held, recurring and excessive overtime, backlogs, or detailing may indicate mismatch problems (see h.).
 - g. **Interrupted or missing career ladders** exist where there is no clear path of progression from the lower to the higher grade levels within the organization. This causes poor morale and may also result in staffing problems.
 - h. **Workload and work force inconsistencies** occur when long-term changes in workload or function are not followed by position or organizational changes or if some employees have frequent idle time while others are always behind, or if some employees are frequently detailed to other positions in the organization or found to be regularly working outside their position descriptions.
 - i. **Inconsistencies among position descriptions** may develop when positions are revised, one by one, over a period of several years. Is more than one position or level credited with the same review or inspection task? Do the supervisory controls of workers mesh with the responsibility of the supervisor? Do several positions have the “final

authority” in the same matter? Try to keep position descriptions consistent. Anytime one is changed, all related positions should be reviewed.

j. **Inaccurate position descriptions** can result in misclassifications, with the incumbents being over or under graded.

4. There are tested methods for correcting all of these position management problems. Supervisors must determine which solutions will best meet the needs of their organization.

a. **Fragmentation** may be corrected by answering the following questions:

- (1) Are all of these functional areas necessary?
- (2) Which functions can reasonably be combined?
- (3) How can employee skills best be broadened and used?
- (4) Where is specialization required and where is it a hindrance?

b. **Layering** can also be corrected by answering these questions:

- (1) Are there more supervisors than actually needed to plan and direct the work?
- (2) What is the supervisor to worker ratio? (about 1 to 10 is optimal for GS and 1 to 15 for most WG shops, but individual situations may not fit these norms).
- (3) Has authority been delegated to the optimum level?

c. **Unnecessary positions** should be abolished. Again, ask some questions.

- (1) Does the supervisory workload really call for two people at the top?
- (2) Is the supervisor often absent?
- (3) Must binding decisions be made during such absences?
- (4) Are all staff assistance functions needed? Can they be shifted to line positions?

d. **Narrow span of control** can be treated with the same solutions used for fragmentation and layering. Some additional questions may help.

- (1) Does each segment have a minimum of six or more technical positions, including the supervisor?
- (2) What span of control is appropriate? (a high number of trainees, new technology, or other factors may impact this)
- (3) Does each second or third level supervisor have three or more subordinate supervisors?

e. **Job dilution** requires a thorough analysis of the organization with a close look at each position. Most work can be divided into journeyman level/professional work, intermediate/technical work, and helper/clerical support work. Each of these categories may also include more than one grade level. The amount of lower graded work an employee may perform may vary. Essential work concentrated in a single position may result in an employee performing only 10 percent of the time at the assigned grade level. Where two employees are assigned to a position, each should work at that grade level more than 50 percent of the time. Where many employees are performing the same type and level of work, the percentage should be substantially higher. The solution is to establish positions at all appropriate grade levels, seeking to concentrate the grade controlling duties in each position. This provides the greatest possible economy and often improves career ladders and helps other unfavorable solutions (see Chapter 3, paragraph 4).

f. **Mismatched strength and workload** is usually corrected by consolidating the work and abolishing unneeded positions.

g. **Career ladders** can often be built by establishing trainee positions which develop employees over a stated period to permanent technician, support or intermediate positions, or by establishing more than one grade level within each occupational series, or all of these. The AFSC/MOS can frequently provide some guidance for this process. The classification standards may also be helpful.

h. **Inconsistencies in work force or position descriptions** must be dealt with individually, depending on the exact circumstances of each case.

i. **Inaccurate position descriptions** can be minimized by periodic review of descriptions with employees and rewriting descriptions immediately when changes are required.

Chapter III

The Position Management Study

1. ***An Overview of the Study Process.*** The most skilled artisan and craftsman with the best set of tools must still have a plan for a specific product in order to put the skills and tools to work. In position management, the supervisor's product is an economical and efficient organization. We must start with what we have – the existing organization and the positions comprising it. This is where the position management study really begins.

a. First, we must hold a formal opening meeting. It brings together all of the key people for a short discussion of the study process and some basic planning. The classifier will invite the appropriate union representative as an observer. Now you, the supervisor, are ready to sit down with your classifier to look at your organization. While each organization is different, some common steps are required in every study. The first step is to “take a picture” of the existing organization. You might think of this as the “before” view. Information such as the average grade, the number of high grade positions (if any), the supervisory ratio, current organization charts, firm authorizations, over hires, AFSC/MOSs, etc., will provide this picture.

b. The next step is to apply the standards and guidelines and to look for the symptoms of problems described earlier. The classifier may even see some problems which you do not recognize because your workload has kept you busy with other matters. Soon you should have a list of problems and areas where your organization falls short of the optimum structure. Then you can begin to explore ways to solve them. Again, your classifier can be helpful.

c. This is no time to be timid! Although you cannot adopt “pie-in-the-sky” solutions, do not hesitate to consider changes. You may find it helpful to prepare two extreme organizational models. One will represent the absolute minimum, the “cheapest” work force in terms of numbers and grades of positions, which could accomplish the basic mission. The other would show your ideal, the way you organize if the only constraint was to develop the best possible structure. Somewhere between these two extremes is a practical and productive organization that you can realistically expect to have. It will cover the spots cut dangerously thin in the minimal structure and reduce some of the “nice to have” extras from the ideal structure.

d. Now let us make a picture of this theoretical organization and compare its key information with that of the existing structure. Have you achieved savings? Maybe solved some problems in terms of bottlenecks, communications or employee morale? Probably!

e. Now, once you have reached an agreement with your classifier, you are ready to write a proposal. This will be your informal position management plan for changing your existing organization into the improved one. Your plan should be specific and should establish milestones for accomplishing key actions. The reorganization process can take up to a year, if necessary, to avoid or minimize adverse actions to employees.

2. **Measurements and Analyses.** Unless you are in an occupation where statistics are a key part of your daily work, the mere mention of measurements, formulas, computations, and analyses can be disturbing. Don't worry! The arithmetic we will use is not that complicated. You will only need a small, basic calculator. Let's look more closely at some of the measurements we use. (Sample analysis formats in attachments).

a. The average grade can be computed for any pay plan or other sample within an organization. However, you cannot mix pay plans, such as GS and WG, and get meaningful results. Each pay plan must be averaged separately. Let us compute some average grades for the hypothetical organization shown. We can use forms or make our own.

Branch Z

(1) GS-12 Supervisor
(1) GS-05 Secretary

Section A	Section B	Section C
(1) GS-11 Supervisor	(1) WS-08 Supervisor	(1) GS-07 Supervisor
(4) GS-09 Workers	(12) WG-10 Workers	(4) GS-05 Clerks
(3) GS-07 Technicians	(1) WG-08 Trainee	(3) GS-04 Clerks
(1) GS-07 Trainee	(3) WG-05 Helpers	
(2) GS-04 Clerks		

Note: Calculate the GS positions in the whole organization first. Count how many positions are established at each grade level, and chart them.

Grade	Positions	X	Grade Level =	Grade Points
12	1	X	12	= 12
11	1	X	11	= 11
9	4	X	9	= 36
7	5	X	7	= 35
5	5	X	5	= 25
4	5	X	4	= <u>20</u>
				139
Grade Point	139/			
# of positions	21			
GS grade average	6.6190			

Note: Multiply the number of positions by the grade level to find the grade points. Now total the number of positions and grade points. Divide the points by the number of positions to get the average grade. This figure is usually carried to four decimal places. The average GS grade for Branch Z is 6.6190. Now find the average grade of each Section (A, B, C) separately. Be sure to count the GS supervisors in Sections A and C, but not the WS supervisor in Section B. You can only average within a pay plan.

b. High-grade positions at the GS/GM-13 level and above are monitored closely by Western Personnel Center (WPC) and NGB. High-grade positions are counted when GS average grade is computed. Those in the GM category are included because their base pay is still the GS pay plan. Every effort is made to control and effectively use our high-grade resources.

c. The supervisory measurement is relatively simple also. Going back to Branch Z, we first count the supervisory positions, both GS and WS. *There are four.* Now we count all of the non-supervisory positions. *There are 34. The overall ratio is 1:8.5.* The ratio for **Section A is 1:10; for B is 1:16, and for C is 1:7.** In most situations, second level supervisors should have at least three subordinate supervisors. Most organizations with WG employees should have a supervisory ratio of 1:10 to 1:15. GS supervisory ratios should generally be from 1:10 to 1:12.

d. Because job dilution is such a complex and prevailing problem, it is dealt with separately in paragraph 4 of this chapter.

3. ***Three Views of the Organization.*** To study your own organization effectively it helps to look at it from novel perspectives. Otherwise, because it is familiar, it probably looks perfect. Call these novel views the “microscope,” “telescope,” and “20-20 hindsight” views. That is, study the individual parts (positions) very carefully, study the overall organization in its environment, and look back into the past to find changes that “should have been” made.

a. Take a **microscopic** view of each position (and each employee where several people are assigned to one position description), both individually and in relation to on another.

- Are duty assignments clear-cut or are they vague and overlapping?
- Are the more complex and responsible tasks grouped in the higher level position?
- Are the more routine support tasks grouped in the lower level positions?
- Is nonessential work being done?
- Is essential work not being done, being delayed, or done poorly?
- Have you any vacant positions that are not really needed?
- Do some positions seem to be a hodge-podge of unrelated duties?

Note: If any of these questions point to problems, write them down. Try to solve them with position management techniques. This is also the time to be sure position descriptions are accurate, consistent, and logically organized. “Mixed” positions, in terms of both grade and series, may be unavoidable. You can minimize staffing problems by keeping duties within a family, such as GS-500, GS-2000, etc. Also, try to avoid more than a three-grade span in level of duties; that is from GS-04 to GS-06 or GS-07 or GS-09. Avoid positions with more than 50 percent of the duties below the highest grade level.

b. Now take a **telescopic** view of the organization. How it compares to other components of the functional area and to other activities with which your people regularly deal may provide new insight.

- Is your organization split into many small segments?
- Is there a supervisor for every three or four employees?
- Are there gaps between grade levels so people cannot advance within the organization?
- Are the workload and specific assignments compatible with the functions?
- Is the organization infringing on the work of other areas by performing tasks outside of its function?
- Is the structure consistent with that of related activities?
- Are your individual positions generally compatible and consistent with similar positions?

Note: If you find discrepancies, discuss them with your HRO classifiers. They can help you determine whether there are problems in your organization that position management can solve. Such a simple thing as drawing an actual geometric figure to represent the organization can be revealing. Is it a high, thin triangle or a very short, broad one? This may reveal excessive layering or fragmentation. A balanced organization is usually diamond-shaped, like the following:

**1 Supervisor
1 or 2 lead/senior, etc.
6-12 journey level
2-4 trainee/helper**

The bulk of the employees is at the main journeyman level – which could be two grades instead of one – where the real work of the unit is performed.

c. We have all heard people complain that **hindsight** is better than foresight. Looking back, it is easy to see what we should have done, but it is not always too late to change. Compare your organization this year to last year, even to 5 years back. Have there been any changes? If not, has anything happened that could be expected to impact workload, organization structure, or duty assignments?

- Have there been any mission or function changes?
- Has the volume or nature of the work changed?
- Have you received new equipment?
- Have you developed new or revised procedures?

- Have you gained or lost authorizations?
- Have you had problems filling a position or keeping a position filled?
- Did you develop a new position, restructure a vacant position, or change a position in anticipation of a change? Is the result not working out as planned?

Note: Changes or events such as these usually require changes in organization structure or at least individual positions. These are a few examples of how looking at the past can provide clues to solve current problems or avoid future problems.

4. **Job Dilution.** Probably the single prevalent and expensive position management problem is job dilution. As we said earlier, job dilution is lower level work performed by a higher graded employee. In position management, our objective should be to eliminate as much of it as we can, reduce it where we cannot eliminate it, and be sure there are no alternatives where we cannot reduce or eliminate it. First we must locate it.

a. There are several systems for measuring the amount of job dilution in a position or an organization.

(1) One method involves identifying the duties performed at the position grade and the percentage of job time; similarly identifying the duties at the next lower grade and percentage of job time; similarly identifying duties and percentages of time at the second lower grade, etc., until a majority of the total job time is accounted for. The average grade (in relation to percentage of time) of the duties which together occupy a majority of the job title is then computed.

(2) A second method involves identifying the duty occupying the greatest proportion of time, the next greatest, etc., until six duties are identified. Six types of duties are considered a sufficient number to include the more important aspects of the position, or fewer than six if the position involves fewer than six duties. The average grade for the six duties in relation to percentage of time is then compared.

(3) Still another method exists, which is particularly effective for reviewing positions to which several employees are assigned. First, assign a grade level to each major duty and a percentage which represents the relative amount of time spent on the duty. For example, a GS-06 position number 12345, to which eight employees are assigned, has four major duties. Duties 1 and 2 are at the GS-06 level and take 75 percent of the time. Duty 3 is at the GS-05 level and takes 15 percent of the time. Duty 4 is at the GS-04 level and takes 10 percent of the time. This would probably be acceptable if only one employee was assigned, but since there are eight, it is not economical. A better arrangement would be to have six GS-06 employees doing the GS-06 work, and two GS-05 employees doing the GS-05 and GS-04 work. Since there is more than one man-unit of work, it would probably not be possible to avoid having some GS-04 level work done by each of the GS-05 employees, but it should be less than 50 percent for each of them.

b. Of course it is not possible, nor reasonable to expect to completely eliminate job dilution. The goal in the position management program is to eliminate, reduce, or as a last resort, justify it. It is impossible to expect every employee to work only at his or her grade level. In any case, higher level duties must be concentrated into the fewer possible positions.

(1) One employee, in some work situations, may perform higher level duties no more than 10 percent of his or her time. The situation is permissible if the work is determined to be essential to the mission of the organization, can not be shifted to another organization engaged in such work, and is concentrated in one position.

(2) In other situations, the volume of work may be such that management will assign the work to non-supervisory employees. The work performed will be classified to the higher level, if the employees devote 50 percent or more of their time to the performance of the higher level duties.

(3) In organizations where large numbers of employees are performing the same type and level of work, the percentage of time each employee devotes to performing journeyman duties should substantially exceed 50 percent. The determination of specific percentages must be a judgmental process, and be based upon the complexity of the shop facilities, and other variables.

Terms Explained

As you begin your position management efforts in your organization, you may encounter some unfamiliar terms, as well as some familiar ones used in unfamiliar ways. These definitions will explain some of the terms used by classifiers, manpower analysts, and shortly you, in position management.

a. **Office of Personnel Management (OPM).** The Civil Service Reform Act of 1978 created the OPM to replace the Civil Service Commission (CSC). The authority and responsibility of the CSC to administer position classification under Title 5 U.S.C., Chapter 51 is vested in the OPM as the successor agency.

b. **Standards.** Position classification standards (for GS positions), and job-grading standards (for FWS positions) are published descriptions of various types of work. Some standards contain only information about the occupational field being described. Other standards contain grade level criteria, which describe the differences between work at one grade level and work at higher and lower grade levels. All positions must be classified according to standards published by OPM.

(1) ***Factor Evaluation Systems (FES).*** A type of classification standard being issued for GS positions which uses factors to determine the grade level – thus, FES.

(2) ***Narrative Standards.*** The older type of classification standards issued by the CSC and the OPM for both GS and FWS positions.

c. **Position Management.** The arranging of duties and responsibilities among positions in such a manner as to achieve maximum efficiency and economy.

d. **Position Classification.** The allocation of a civilian position to a pay plan or pay system, occupational series, grade, and title.

e. **Position.** A term used to describe the grouping of duties and responsibilities established against a manpower authorization and the classification thereof. Also often called a “job.”

f. **Authorization.** A manpower term which describes the planning, programming, and distribution of human resources to satisfy a mission. Once approved on an organizational unit manning document (UMD), it is the authority for obtaining a military person and (or) for establishing a position.

g. **Position Description.** An official record of major duties and responsibilities assigned to a position. Also called a “job description.”

(1) ***Standardized Position Description (SPD).*** A single description used for a number of like positions. The SPD may be modified locally if it is applicable; but it

cannot be used in any manner that does not reasonably reflect the local position as performed.

(2) ***Benchmark Position Description.*** Benchmarks describe work situations which typically represent significant numbers of positions. They reflect the duties performed and each of the nine factors in the FES classification system, as they relate to those duties. Benchmarks have been point related by use of factor-level descriptions in the FES standard.

h. **Duties.** Assigned work tasks to be performed by an individual. Major or principal duties of a position are those that are the reason for its existence, and constitute the paramount qualifications requirements and are grade controlling. Typically, they occupy the majority of the incumbent's time. Duties that are neither significant to the classification of a position nor necessary to determine qualification requirements, are not required to be described. Generally they occupy a small portion of the incumbent's time.

i. **Responsibilities.** Obligations to carry forward assigned tasks to a successful conclusion. Requirements to meet deadlines, to adhere to specifications, or to administer programs.

j. **General Schedule (GS).** The classification and pay schedule system applicable to "white collar" professional, administrative, technical, and clerical positions.

k. **Position Review.** A review by a supervisor or position classification specialist to determine the accuracy and adequacy of a position description, or to develop information for the preparation of a position review of an organization to assure that positions are properly described and classified.

l. **Audit.** An interview for fact gathering purposes conducted by a person competent in the classification process to determine the current duties and responsibilities of a position, and the accuracy of a position description. Normally, the interview is conducted at the work site of an individual, a group, or a supervisor where work methods and processes can be observed.

(1) An "individual," "desk," or "site audit" is an interview with the occupant of a position, usually conducted at the work site.

(2) A "group" audit is an interview with two or more employees who occupy identical positions.

m. **Bridge, Trainee, and Developmental Positions.** Positions established at the entry level (or a level lower than the target grade) for recruitment purposes and (or) to provide career progression, and positions established to provide experience needed to qualify for higher level positions.

n. **Reorganization.** Any change to the approved alignment of organizational elements (as used by manpower); or realignment of duties and responsibilities between positions or organizational entities (as used by civilian personnel). It may include changes in mission responsibilities from one organizational element to another and the realignment of positions from a work center to another work center.

o. **Organizational Entity.** This term is used to identify the organizational groupings where responsibility lies for developing, implementing, and maintaining informal plans for improving position management.

p. **Average Grade.** The point average computed for all positions in a pay plan (GS, WG, etc.) authorized within an organization. Grade points are computed by multiplying the number of positions at each grade level by that grade, adding the total of these figures, and dividing by the total positions in that pay plan.

q. **High Grade Position.** A GS/GM position at the grade of 13 or above, subject to special monitoring and control procedures.

r. **Supervisory Ratio.** The ratio of supervisory positions to workers or non-supervisory employees in an organization. The ratio in GS positions is 1:10 to 1: 12. A less than a 1:8 ratio is allowed only when unusual circumstances exist. The normal WG ratio is 1:8 to 1:10. Second level or higher supervisors should have at least three subordinate supervisors reporting to them.

s. **Abolish/Establish.** The authority to have local abolish/establishes was granted on 12 December 1994 to Air Commanders, Detachment Commander, and the Human Resources Office. The Army process is “in lieu of” instead of abolish/establish. The authority is limited to the use of existing position descriptions in existing functions. In order for an additional position to be established, a similar position on the Unit Manning Document must be abolished. All abolish/establishes must be reviewed and approved by Classifications.

Materials Needed for Position Management Study

- 1. Current organization charts.**
- 2. Current functional statements.**
- 3. Current authorization documents.**
- 4. Current position descriptions.**
- 5. Pertinent classification standards.**

Position Management Analysis Format

Organizational Position Management Plan

Submitting Activity:

Dates of Study:

Summary of Findings: (narrative)

Summary of Proposal: (narrative)

Organization Charts (attach current and proposed organization charts):

Milestones (narrative or chart form):

Quantitative Summary:

Current

Projected (by study)

Average Grade:

GS:

WG:

WL:

WS:

Authorizations:

GS:

WG:

WL:

WS:

High Grade Positions:

Supervisory Ratio:

SAMPLE ONLY

AVERAGE GRADE ANALYSIS

PROPOSED STRUCTURE			CURRENT STRUCTURE		
<u>Grade</u>	<u># of Positions</u>	<u>Grade Pts.</u>	<u>Grade</u>	<u># of Positions</u>	<u>Grade Pts.</u>
1	X	=	1	X	=
2	X	=	2	X	=
3	X	=	3	X	=
4	X	=	4	X	=
5	X	=	5	X	=
6	X	=	6	X	=
7	X	=	7	X	=
8	X	=	8	X	=
9	X	=	9	X	=
10	X	=	10	X	=
11	X	=	11	X	=
12	X	=	12	X	=
13	X	=	13	X	=
14	X	=	14	X	=
15	X	=	15	X	=

**Total
Positions**

**Total
Points**

**Total
Positions**

**Total
Points**

Points / Positions = Average Grade

Points / Positions = Average Grade

NOTE: To be completed for each organizational component studied. Separate for WG, WL, WS, and GS.

SAMPLE ONLY

JOB DILUTION ANALYSIS

CURRENT STRUCTURE

<u>Grade</u>	<u># of Employees</u>	<u>Estimated % Dilution</u>
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PROPOSED STRUCTURE

<u>Grade</u>	<u># of Employees</u>	<u>Estimated % Dilution</u>
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NOTE: Complete for each organization component studied.

SAMPLE ONLY